

Assessing Awareness, Perception of Importance, and Intention to Practice New Skills in Team Emotional Intelligence with Ohio State University Extension Teams

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INTRODUCTION

The rate of societal change is increasing and traditional models of getting jobs done are no longer sufficient for our current contemporary organizational needs (Levi, 2014). Society is filled with many complex problems that often require knowledge and practice from more than one discipline (Stokols, Hall, Taylor, & Moser, 2008).

“Teams execute tasks better, learn faster, and change more easily than do traditional work structures, which are all characteristics required by contemporary organizations” (Levi, 2014, p.11).

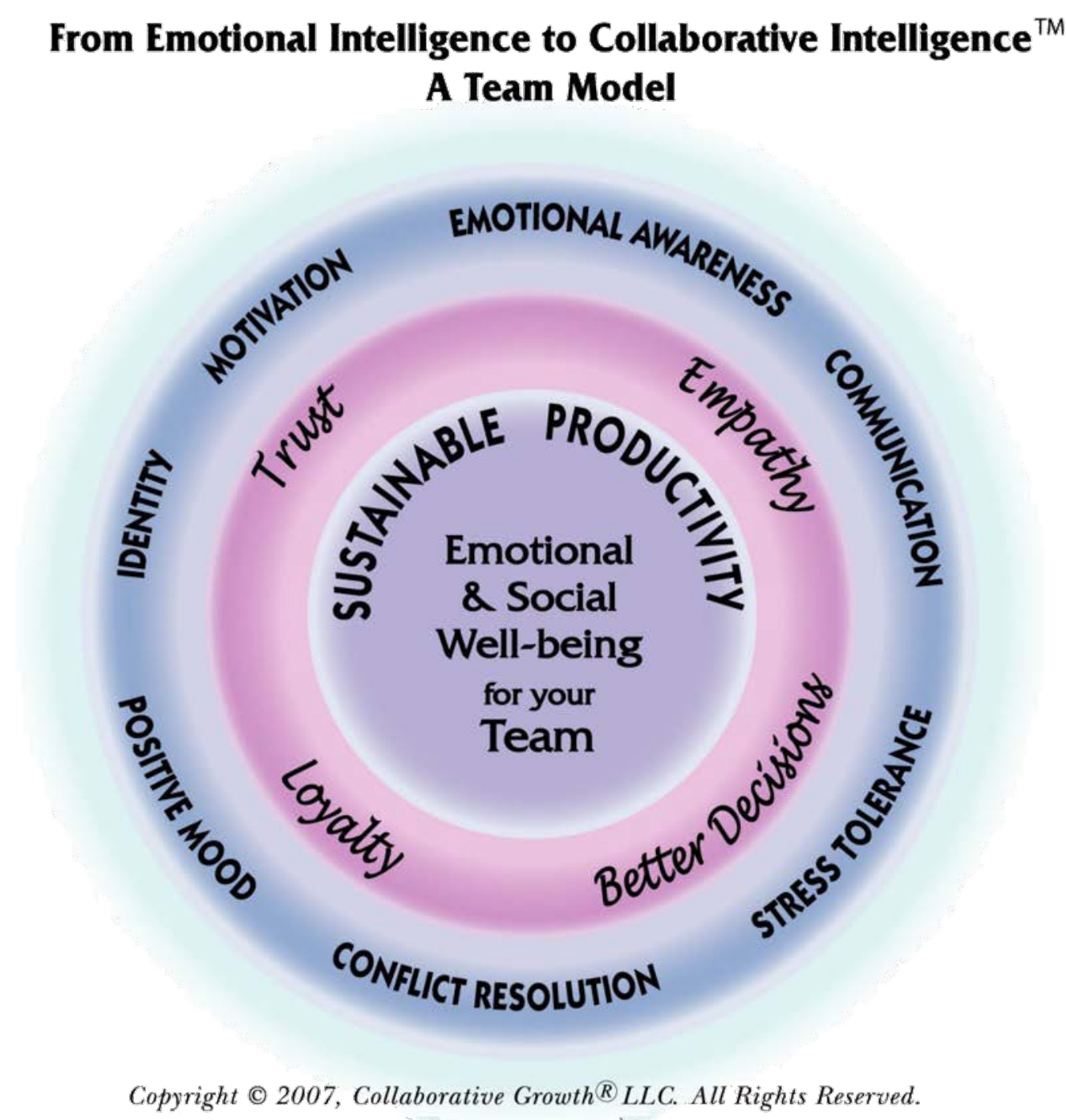
Lee (2009) defines an effective team as requiring “member commitment to the group and its purpose; collaboration and cooperation; mutual respect and support; accountability to each other and to the desired outcomes; and a trusting and safe environment” (p. 44-45).

This definition suggests interpersonal relations are critical to an effective team. Emotional and social intelligence is a means to look at these group processes. Defined by Peter Salovey and John Mayer (1990), emotional intelligence is “the ability to monitor one's own and others' feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions” (p. 189).

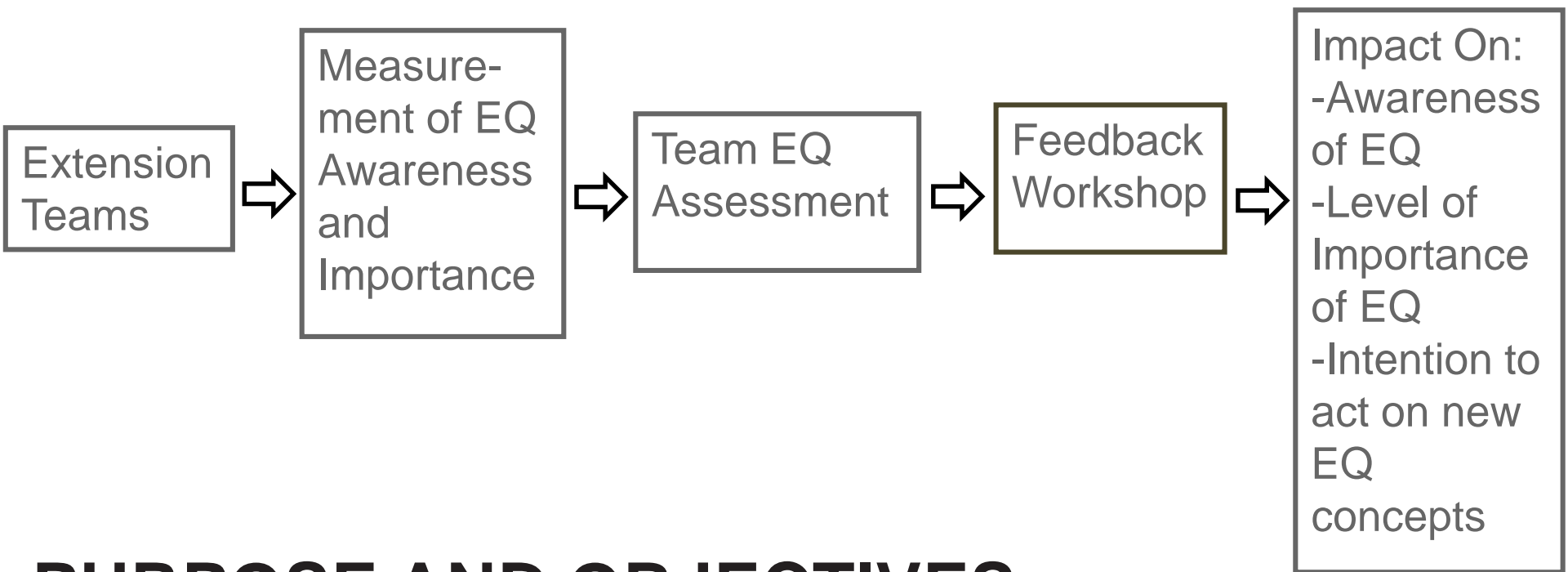
According to Hughes and Terrell (2007), assessments of emotional intelligence provide the team the opportunity to target topics “more specifically, more quickly, and more thoroughly” (p. 20) than attempting to address the team without that knowledge.

In an effort to help assess the team development as a unit rather than a collection of individuals, Hughes and Terrell (2007), created the Collaborative Growth® model to assess the emotional intelligence of a team as a collective unit.

Collaborative Intelligence™ Model



Conceptual Model



PURPOSE AND OBJECTIVES

Purpose

The purpose of the study was to test whether we can increase the awareness and perception of importance of team EQ with selected Ohio State University Extension teams.

Objectives

1. Describe key demographics of selected OSU Extension teams (current team emotional intelligence, perception of productivity, etc.)
2. Describe the change in awareness of team emotional intelligence as a result of an assessment and group feedback session
3. Describe the change in perception of importance towards team emotional intelligence as a result of an assessment and group feedback session
4. Describe the intention of team members to practice skills to use the new team emotional intelligence concepts

METHODS

This exploratory research study used a one group pre-test/post-test design with three Ohio State University Extension teams (two programmatic and one office team), to look at the possible change in awareness and perception of importance in team emotional intelligence.

Data was collected on a pre-test and post-test survey and the TESI® 2.0 Assessment (Team Emotional and Social Intelligence Survey).

REFERENCES

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RESULTS

Change of Awareness

All Teams: Paired Samples t-tests for Change in Awareness of EQ Domains			
	Team A	Team B	Team C
	p	p	p
Communication	.055	.689	.033*
Stress Tolerance	.004*	.604	.239
Conflict Resolution	.296	1.000	.612
Positive Mood	.038*	.356	< .001*
Team Identity	.003*	.078	< .001*
Motivation	.038*	.008*	< .001*
Emotional Awareness	.008*	.604	.033*

*p< .05

Change in Perception of Importance

All Teams: Paired Samples t-tests for Change in Perception of Importance of Domains			
	Team A	Team B	Team C
	p	p	p
Communication	.139	.356	.096
Stress Tolerance	.720	.356	.096
Conflict Resolution	1.000	.172	.553
Positive Mood	.263	1.000	.082
Team Identity	.583	.030*	.001*
Motivation	1.000	.611	.096
Emotional Awareness	.793	.604	.025*

*p< .05

CONCLUSIONS AND IMPLICATIONS

- Results show that having teams complete an EQ assessment and follow-up workshop will likely increase their awareness of emotional intelligence. Two of three teams had 5 of 7 domains reaching significance.
- Perception of importance did not show significant change. This could be due to self-selected teams may have already deemed emotional intelligence to be important and small group sizes limited opportunity to reach significance.
- All teams had all members who responded to the 6-point Likert-type above the midpoint (3.5) indicating they planned to make a change.
- However when respondents were asked for a specific example of something they planned to change, all participants were not able to do so. Team A had 71% who planned to make a change, Team B had 86% who planned to make a change, and Team C only had 45% who said yes, they planned to make a specific change.



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